

Combe St Nicholas C of E VA Primary School

"That they may have life, life in all its fullness" John 10:10

Special Educational Needs and Disability (SEND) Policy

Reviewed and agreed by the Policy Review Committee and SENCO: 2 February, 2026

Approved by the Full Governing Body: 23 March, 2026

Review date: March 2027

1. Introduction

At Combe St Nicholas School we aspire to support our pupils to:

- Reach their full potential through access to a broad and balanced curriculum
- Be inspired by Christian values
- Attend a vibrant school which is at the heart of this village community
- Develop an understanding of the wider world, one in which they feel empowered to contribute

All staff work to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We will use our best endeavours to support all children to enable them to be successful at school. In order to achieve this, we provide quality first teaching, a wide range of support and interventions and we work with external agencies.

At Combe St Nicholas all staff are teachers of children with Special Educational Needs or Disabilities (SEND). We are committed to ensuring that all children with SEND learn successfully and achieve the best possible educational and developmental outcomes.

2. Special Educational Needs and Disability - definition

According to the Special Educational Needs and Disability (SEND) Code of Practice 2015, a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act 2014). The SEND Code of Practice 2015 states that there are four main areas of need. These are;

- Cognition & Learning
- Social, Emotional & Mental Health
- Communication & Interaction
- Sensory and/or Physical Needs

3. Identification of SEND

Identification of SEND is through consideration of the above definition of SEND in conjunction with the observations, assessments and knowledge held by the children, parents, school and external agencies.

4. A graduated approach to SEND Support

Our approach to SEND support is based on a continuous cycle. This is a four-part cycle (assess-plan-do-review)

through which earlier actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. To support this, the school uses the Somerset Graduated Response Tool, available at: [Somerset's Graduated Response Tool](#)

5.Roles and Responsibilities

All staff are teachers of all children, including those with SEND and therefore have a vital role to play in the education of children with SEND.

Teaching Assistants	● To deliver high quality support ● To implement and deliver interventions and support for children with SEND ● To work with the class teacher and SENDCO to plan and assess the impact of interventions ● To work with the class teacher to deliver high quality, adapted teaching ● To undertake appropriate training to meet the needs of children within the school
Class Teachers	● To provide high quality, adapted teaching ● To work with the SENDCO to provide early identification of SEND ● To assess and monitor the progress of all children including those with SEND ● To set and monitor appropriate targets using APDR (assess, plan, do, review) cycles ● To liaise with parents/carers ● To plan and review interventions and support for children with SEND in collaboration with the SENDCO and parents ● Liaise with parents when new interventions programmes are planned ● Be the first point of contact for parents ● Meet (either virtually or face-to-face) with parents to review learning plans and set new targets
SENDCO	● To oversee the operation of the SEND Policy ● To co-ordinate SEND provision ● To advise on a graduated approach to providing SEND Support, in line with Somerset's Graduated Response tool ● To provide professional guidance to colleagues ● To liaise with external agencies ● To ensure that the records of children with SEND are up to date ● To liaise with parents/carers where appropriate ● To work to ensure a smooth transition from class to class and transition to and from other settings ● To work with the Head Teacher and Governing Body in determining the strategic development of SEND Policy and provision ● To oversee assessments and advise on provision as a result of these ● To carry out observations in order to identify SEND
Head Teacher	● To regularly review the progress of children with SEND at termly pupil progress meetings ● To monitor the quality of teaching for all pupils including those with SEND ● To work with the SENDCO to determine the strategic development of SEND policy and provision

SEND Governor	● To ensure that information regarding the implementation of the schools SEND Policy is published annually in the form of the SEND Information Report ● To meet on a termly basis with the SENDCO to discuss SEND provision ● To work with the SENDCO to determine the strategic development of SEND Policy and provision
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6. Inclusive Classroom Practice

We are committed to ensuring that all children access a fully inclusive, high-quality learning environment. Teachers use adaptive teaching strategies to meet the diverse needs of learners, including scaffolding, visual supports, pre-teaching of key concepts, and the use of interventions where appropriate. Lessons are planned with SEND learners in mind from the outset, ensuring curriculum content is accessible and barriers to learning are minimised. Staff make reasonable adjustments in line with the Equality Act 2010 and use ongoing assessment to identify when additional support or alternative approaches are needed.

7. Transitions

We recognise that clear, supportive transitions are essential for pupils with SEND. Information is shared promptly between staff and settings to ensure continuity of support. Children are given opportunities to meet new adults, become familiar with new environments and discuss any worries. Enhanced transition arrangements, including additional visits or tailored support, are provided when needed to help pupils feel confident and secure as they move between classes or schools.

8. Parent and Pupil Voice

We value the contributions of both parents and pupils in shaping effective SEND provision. Parents are actively involved in the Assess–Plan–Do–Review process and are encouraged to share insights about their child's strengths, needs and what works well at home. Pupils are supported to express their views in an age-appropriate way, helping to inform targets, identify support that benefits them and reflect on their progress. By listening carefully to families and pupils, we ensure that decisions are made collaboratively and reflect the child's individual needs and aspirations.

9. Complaints

Should you have any concerns or complaints regarding the SEND provision for your child then you should contact the class teacher in the first instance. Thereafter further advice should be sought from the Schools named SENDCO.

10. Further information

This Policy should be read in conjunction with the SEND Information Report, which is available on the school website. Visit:

[Our Policies - Combe St. Nicholas C of E School](#)

If you require further information about the Local Authority's SEND Offer then please visit:

[Somerset's SEND Local Offer](#)

This policy takes into account the following legislation:

- Children's & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015